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ABSTRACT

Twenty-three Texas school districts conducted state-funded pilot projects in 1982 and 1983 to determine whether summer school programs could successfully remediate the needs of students who were retained in grade or had failed a required course, who were functioning greatly below their peers in skill attainment, or who were identified as having limited English proficiency. Each participating district evaluated its own project using a standard evaluation design. Data were collected on both participating students and eligible but nonparticipating students. The projects generally proved successful, with significant growth seen in basic skill acquisition at the elementary level and in course credit acquisition at the secondary level. Students who participated were found to perform more effectively in the subsequent school year than those who did not. Projects focusing on a limited number of basic skills objectives, actively involving students, and offering meaningful rewards for success were most effective in basic skills development. Projects strengthening self-concept and eagerness to learn were most effective in motivating students to continue learning after the projects. Per pupil costs were significantly lower than costs associated with having students repeat grades. An appendix provides individual project reports for each of the participating districts. (PGD)

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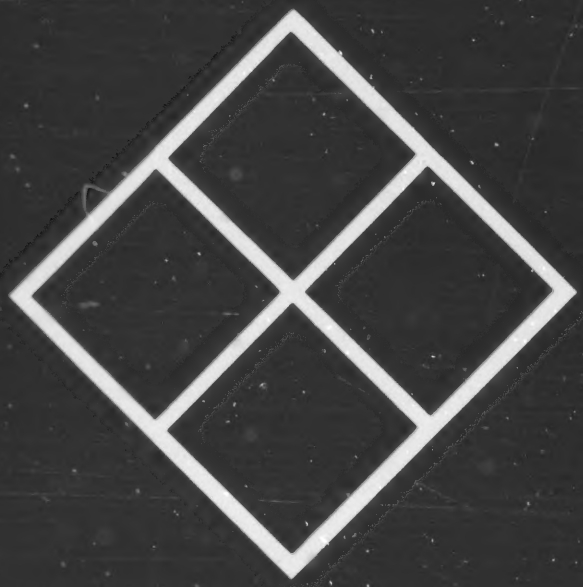
State Board of Education



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Final Study Report
As Reported by the State Board of Education

Submitted to the Governor, Lt. Governor
and
The Sixty-Ninth Legislature

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Interim Commissioner of Education

December 8, 1984

To the Honorable Governor of Texas, Lt. Governor,
and Sixty-Ninth Legislature:

Pursuant to 19 Texas Administrative Code 77.22 Summer School Pilot Program which implemented Section 16.521 et seq. of the Texas Education Code, the Texas Education Agency established and evaluated alternative types of summer school programs.

The findings of the study of summer school pilot projects operated under 19 TAC 77.22 during the summers of 1982 and 1983 are contained in the report entitled "Summer School Pilot Program: Final Study Report."

As the result of this study, the following recommendations are submitted by the State Board of Education:

1. The Texas Education Agency should provide technical assistance to school districts in operating summer school programs under House Bill 72.

2. The State Board of Education should encourage school districts to implement and operate summer school programs, particularly in relationship to potential State Board of Education rules concerning retention and promotion.

3. The Texas Education Agency should continue to collect and analyze data on summer school projects operating in school districts in order to further refine the strategies used by effective summer programs.

4. At such time as it may be fiscally feasible, the Legislature should appropriate funds for the implementation of summer school programs.

5. School districts should conduct summer school programs for purposes of enrichment for able students as well as remediation for students having problems with achievement.

Respectfully submitted,

Jon Brumley, Chairman
State Board of Education

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SUMMER SCHOOL PILOT PROGRAM
Final Study Report
Executive Summary

Purpose of the Study: This study is in response to TEC 16.524 et seq., Summer School Pilot Program. The purpose of the study is to gather information to determine whether summer school programs could successfully remediate the needs of students who were:

1. retained in grade or had failed a required course;
2. functioning well below their peers in skill attainment; or
3. identified as having limited English proficiency.

Sample: Twenty-three school districts received grants from the Texas Education Agency to conduct pilot projects in the summers of 1982 and 1983. They provided statewide geographic and size representation. Districts operating projects in the summer of 1982 were:

East Central ISD	New Braunfels ISD
Houston ISD	Plano ISD
Jasper ISD	Tom Bean ISD
Marshall ISD	Zapata ISD
Mount Vernon ISD	

Those districts conducting projects in the summer of 1983 were:

Garland ISD	Pasadena ISD
Gilmer ISD	Rio Grande City CISD
Lyford ISD	Vidor ISD
Marfa ISD	Whitesboro ISD

Those districts conducting projects in both 1982 and 1983 were:

Austin ISD	Eagle Mountain-Saginaw ISD
Beaumont ISD	Hereford ISD
Dallas ISD	Ysleta ISD

Data Collection: Each participating district conducted an evaluation of its pilot project. Districts used a standard evaluation design developed by the Agency. Data were collected on students participating in the summer school project and on students who were eligible but chose not to attend. Three evaluation reports were required of each district. Information in this study reflects data provided in those reports

Results of the Study: The information provided in this report reflects a wide range of findings on programs including implementation and student achievement. The fact that the results are mixed is not unusual for a pilot effort. Major findings across all participating local projects are:

1. In general projects were successful, although varying degrees of success were found among the projects. Short-term results showed significant growth in basic skills at the elementary level and course credit acquisition at the secondary level. Evidence from long-term, sustained effects assessment indicates that most students who participated in summer school performed better in the following school year than did those students in the comparison group who did not attend summer school.

2. Summer school projects which focused on a limited number of basic skills objectives, actively involved students in learning, and offered meaningful rewards for success were the most effective in basic skills development of students. Projects which strengthened self-concept and eagerness to learn were found to motivate students to continue learning in the regular school year.

3. For projects operating in the summer of 1983, the average cost per pupil per day was approximately $13.50. Secondary level projects were somewhat more expensive than elementary level projects primarily due to lower teacher/pupil ratios. The estimated average cost of remediating a single student so he/she could be moved to the next grade was far less than the cost of a full year of school if that student were to repeat an entire grade or high school course.

A final technical report examining in greater detail the various aspects of the Summer School Pilot Program effort is available from the Department of Planning and Research, Texas Education Agency.

SUMMER SCHOOL PILOT PROGRAM

Final Technical Report

Introduction. The following is the final report on the activities and, to the extent that data are available, on the student achievement results of summer school pilot projects conducted under the authority of TEC 16.521 et. seq. Pilot projects were operated by school districts during the summers of 1982 and 1983. This report summarizes the various evaluation reports submitted by the 23 projects. Those reports relate information concerning enrollment, staffing, instructional design, and the academic achievement of students who attended the summer projects.

Background to the Study. The 67th Texas Legislature, Regular Session, enacted TEC 16.521 et seq. This statute authorized the Commissioner of Education to approve the establishment of summer school pilot projects in remedial instruction and study the effectiveness of those projects. Specifically, projects were to provide instruction for:

- elementary and secondary students who did not accomplish minimum grade level objectives;
- secondary students who did not accomplish designated minimum objectives in a required course during the regular school term; and
- elementary and secondary students who were identified as having limited English proficiency.

The statute stipulated that no district participating in the Summer School Pilot Program could require a student to attend summer school. The legislation provided for projects through the summer of 1985. An appropriation of $2 million for the first two years was made. These funds were to be used for planning and evaluation of summer programs. Districts were to allocate available federal and state compensatory funds to support summer programs. No funds were appropriated by the Legislature for projects in 1984 and 1985.

By rule (19 TAC 77.22), the State Board of Education adopted a state plan for the establishment and operation of the Summer School Pilot Program. This rule authorized a maximum of 15 summer projects each year and set $100,000 as the ceiling for planning and evaluation grants to districts.

Projects were to address the following types of eligible students:

- elementary or secondary students who had not accomplished minimum objectives for a grade level as designated by the district in reading, mathematics or writing (composition). Such students may have been those retained in a grade, those who had a history of failure in attaining adequate growth in basic skills, or those who would have been retained in a grade but showed potential for successful completion of grade or course requirements in a summer school;

- secondary students who during the regular school term had not accomplished minimum objectives designated by the district in one or more courses required under paragraphs (d)(1)-(4) of 19 TAC 97.115 (relating to Description of Content in Secondary Grades) for Grades 7 and 8 and paragraphs (d)(1)-(8) of 19 TAC 97.116 (relating to Requirements for High School Graduation) for high school; and

- elementary or secondary students who were identified as having limited English proficiency.

Competitive applications for grants were submitted to the Texas Education Agency by school districts soliciting funds to conduct summer school projects. While up to $100,000 in grant funds was available, participating districts budgeted ESEA Title I (ECIA Chapter I), state compensatory or other available funds to support summer programs. Participating districts were expected to conduct a comprehensive evaluation of their pilot projects and submit several evaluation reports to the Agency. Data gathered from pilot projects were used by staff of the Department of Planning and Research in answering the following questions:

- Can summer school programs effectively produce short- and long-term remediation or additional skill development in certain populations?

- Are there essential characteristics common to such effective summer programs?

- Are summer programs cost effective when compared with alternatives such as retention in grade or repeating a course during the regular term?

- What is the magnitude of the student population which could benefit from summer programs?

Limitations of the Study. The generalizability of the findings from this study of the Summer School Pilot Program was limited in several important ways:

1. The limited number of projects reduced the potential range of instructional designs. Since each project was relatively small in enrollment, the number of students involved in the evaluations was also small. Therefore, the generalizability of the student achievement outcomes was in many instances limited from a statistical point of view.

2. With the emphasis on having many different approaches, one result was an inability to try out particular approaches under a variety of conditions. In the two years there were essentially 23 different projects, whose statistical results with respect to student achievement could not be compared systematically. Discussions of student outcomes were limited to specific projects or general characteristics of several projects and the aggregate comparison of participants and nonparticipants across all projects.

3. The maximum grant for any project was $100,000. These grant funds were not certified by the comptroller to be used for basic operations such as teacher salaries (typically the largest single cost factor). In some projects, this meant reducing the number of teachers. In most cases, pilot projects were those which had the least expected cost. Projects that explored alternative instructional designs were limited to methods that were less expensive. However, the ceiling on grant awards was not a major program design factor at any site since districts supplemented grants with local and federal funds.

4. Timelines for some district planning and the receipt of the grant award were very short the first project year. Some districts were unable to accomplish the kind of planning to assure administrative support, timely equipment and materials acquisition, and the hiring and training of instructional staff. Thus for many projects, "tried and true" instructional designs were implemented, and new innovative efforts at times got bogged down in start-up problems which were detrimental to the projects given their short duration. In the second year, this type of situation was virtually nonexistent as local staff and Agency personnel worked to avoid such limitations.

Site Selection. Applications were solicited from districts interested in conducting summer school projects under the rules established by the State Board of Education. Forty-one districts applied for funds for projects in 1982; nineteen districts applied for funds for projects in 1983. From these totals, 23 projects received grant funds. Fifteen districts were

selected to receive grants for projects in 1982 and 14 districts were selected for grants for 1983 projects. Of those selected for grants in 1983, six districts had also received grants for projects in the prior year. Pilot project grants for 1982 totaled $411,066 and for 1983 $421,422.

The application review process involved structured review by staff from the Agency Divisions of Bilingual, Migrant and Compensatory Education, Accreditation and Curriculum Development. The Agency Planning and Research staff coordinated application review and managed the Summer School Pilot Program. Final selection of project sites was made by the Commissioner of Education based on recommendations by Agency staff.

The specific selection criteria against which each application was judged included:

- quality of the overall design, including the documentation of student needs, objectives, instructional strategies, and staff development;
- compatability between the purpose of the proposed project and the purpose of the legislation;
- representation of districts of varying size, geographic location, and ethnic composition of student participants;
- the degree to which the project demonstrated through its design an ability to attract and motivate eligible participants, including a reasonable expectation of success;
- indications of careful planning and local commitment as evidenced by the coordination of all possible resources available to the district and the use of other available funds; and
- evidence of and commitment to a sound evaluation design for the project.

Those districts conducting projects in the summer of 1982 were:

East Central ISD
Houston ISD
Jasper ISD
Marshall ISD
Mount Vernon ISD
New Braunfels ISD
Plano ISD
Tom Bean ISD
Zapata ISD

Those districts conducting projects in the summer of 1983 were:

Garland ISD
Gilmer ISD
Lyford ISD
Marfa ISD
Pasadena ISD
Rio Grande City CISD
Vidor ISD
Whitesboro ISD

Those districts that conducted projects in both 1982 and 1983 were:

Austin ISD
Beaumont ISD
Dallas ISD
Eagle Mountain-Saginaw ISD
Hereford ISD
Ysleta ISD

Project Descriptions and Instructional Strategies. The instructional designs of individual projects were based on the characteristics of the local districts and the needs of the students to be served. Projects were conducted which either improved basic skills in reading, mathematics and writing or provided remedial instruction to students who failed to acquire the necessary skills and knowledge to be promoted to the next grade level in elementary school or to complete any required courses in the secondary school. Also included were basic skills projects designed to serve students with limited English proficiency.

All 23 districts focused on students requiring remediation in the basic skills. Five sites focused on limited English proficient students. Projects at twelve sites were designed for students who had been retained or were short credits for promotion. Six projects focused on remediation of basic skills (Figure 1).

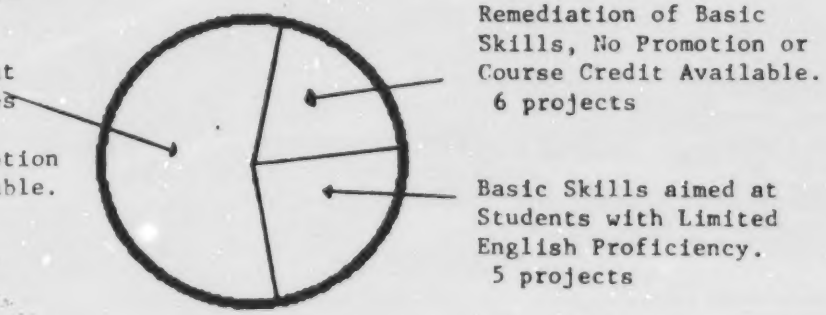
Basic Skills and Content Aquisition for Retainees or Students Failing Required Courses, Promotion or Course Credit Available. 12 projects
Remediation of Basic Skills, No Promotion or Course Credit Available. 6 projects
Basic Skills aimed at Students with Limited English Proficiency. 5 projects

Figure 1. Project Emphasis

Table 1. Project Characteristics

District	Project Type: Remedial	Project Type: Secondary Course Credit	Project Type: LEP	Grade Focus	Curriculum Focus: Reading	Curriculum Focus: Mathematics	Curriculum Focus: Language Arts	Curriculum Focus: ESL	Curriculum Focus: Other	Project Duration (weeks)	Hours per day	Instructional Method: Whole Group	Instructional Method: Sub-groupings	Instructional Method: Small groups	Instructional Method: One-to-one	Instructional Method: Other	Instructional Arrangement: Regular Classroom	Instructional Arrangement: Resource Room	Instructional Arrangement: Laboratory	Instructional Arrangement: Tutorial	Instructional Arrangement: CAI	Instructional Arrangement: Other	Comments
Austin	•		•	1-6	•	•		•		5	3	•					•						A, C, D, F, G, H
Beaumont	•			3-4	*	•				6	3		•				•				•		F
Dallas (82)	•			1-6,9	•	•	•			6	3	•					•						C, F
Dallas (83)	•			1-6	•	•	•	•		6	7	•					•						A, B, C, F, G
Eagle-Mtn Saginaw	•			1-8	•					4	3		•	•	•		•		•	•	•		A, B, C, F
East Central	•			4-6	•	•				4	4	•					•				•		D, G
Garland	•			K-4	•	•	•			6	2			•					•		•		A, D, G, I
Gilmer	•			1-12	•	•				6	3½			•	•		•	•		•			B, C, D, G
Hereford	•			3-6	•	•				6	3			•			•			•	•		B, D, E, F, G
Houston		•		12	•	•				4	4					•					•		
Jasper	•			1-5	•	•				6	3			•	•		•						C, H
Lyford	•		•	1-8	•	•	•	•	•	6	4½		•	•	•		•					•	A, B, D, F, G
Marfa		•		8-11		•			•	7	4	•			•		•		•				B, C
Marshall	•			1-6	•	•				6	2		•				•			•			H
Mt. Vernon	•			1-8	•					5	3			•	•		•			•			G
New Braunfels	•			1-5	•	•	•	•		4	3		•				•			•			B, C, D, G, H

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Table 1. Project Characteristics
(Continuation)

District	Project Type			Grade Focus	Curriculum Focus					Project Duration (weeks)	Hour per day	Instructional Method					Instructional Arrangement						Comments
	Remedial	Secondary Course	LEP		Reading	Mathematics	Language Arts	ESL	Other			Whole group	Sub-groupings	Small groups	One-to-one	Other	Regular Classroom	Resource Room	Laboratory	Tutorial	CAI	Other	
Pasadena	•			5		•				3	3				•						•		D
Plano	•			1-6	•	•	•			**	4			•	•		•						A, F
Rio Grande City	•	•	•	8-9	•	•				6	3½			•			•	•		•	•	•	C, F, G, I
Tom Bean	•			1-4	•					6	2			•			•			•		•	D, H
Vidor		•		8-9	•	•	•			***	6	•	•				•		•	•	•		B, D
Whitesboro	•			1-8	•					4	3	•	•				•						C, D, E, G
Ysleta		•	•	7-8	•	•			•	7	6	•		•	•		•		•			•	A, B, C, D, F, G
Zapata	•		•	1-11	•	•	•	•		6	5		•	•			•						C, F

* Added in 1983 Project

** 2 days/wk, 8 wks

*** 3-12 day sessions

REMARKS:

A-lunch/snack provided
B-transportation provided
C-promote back into grade
D-staff development
E-dropped students for excessive absence
F-bilingual component
G-full-time supervisor
H-parental involvement component
I- emphasis on self-concept

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Seventeen of the projects conducted instruction in some combination of reading, mathematics, writing and language arts. Two sites focused solely on mathematics while four others focused on reading and language arts. One of these sites conducted a comprehensive, integrated series of courses that included but went beyond basic skills instruction to include subject matter suitable for secondary level credits in science and social studies. Activities specifically designed to improve self-concept were included in the curriculum of two projects. Five sites focused on high school graduation credits. Table 1 summarizes the general characteristics of each of the projects. About half of the projects (11) targeted elementary students in Grades 1 through 6. Five districts served only junior or senior high students and seven districts conducted programs for students at both the elementary and secondary levels (Figure 2). Over 80 percent of the students served were in the elementary grades.

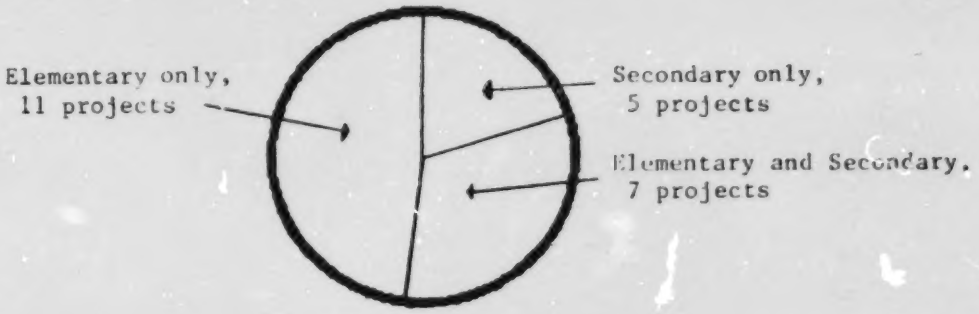

Figure 2. Grade Levels Served

Some projects utilized instructional designs that had proven effective in the regular school year or prior summer schools. In other projects, alternative approaches were developed and implemented for the summer school program. Some districts used the summer school program as a laboratory to investigate instructional methods that could be instituted in remedial programs during the regular school year. The Appendix contains project summaries for each of the 23 projects. In those summaries, a description of each project and general evaluation results are provided.

As shown in Table 1, the most prevalent mode of instruction was a traditional, teacher-oriented setting found at 21 sites. Fourteen of these used one or more supplemental methodologies, such as tutorial programs (10 sites), enrichment activities like field trips, video-taping, etc. (4 sites), and home study (1 site). Computer-assisted instruction was the primary instructional approach used at one site, and was used at 10 other sites to supplement other instructional approaches.

Over 6500 students were served during the two summers: 3730 in 1982, and 2841 in 1983. Of these students, approximately 45 percent were Hispanic, 35 percent Black and 20 percent Anglo (Figure 3). About 20 percent of the

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students served were identified as limited English proficient and 45 percent were from low income families. About one-third of the students had participated in compensatory education programs during the prior year. Sixty percent of the students were male.

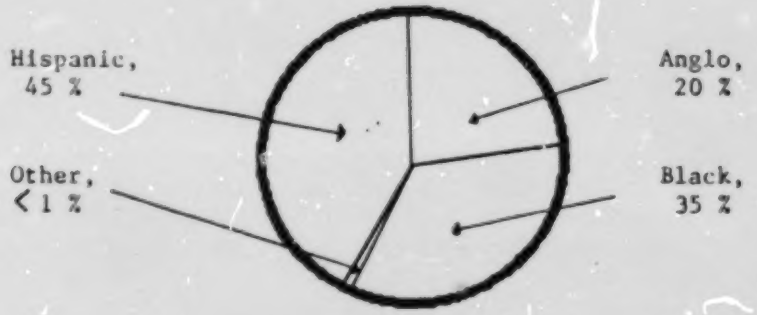

Figure 3. Ethnicity of Summer School Participants

The instructional staff in a majority of the projects were teachers who volunteered for additional summer work. There were a few districts that had to recruit teachers. In most cases, the summer school teachers had been employed in remedial (ECIA Chapter 1 or state compensatory) programs during the regular school year. Some regular classroom and special education teachers, as well as building-level administrators, were also employed as summer school teachers. Most districts attempted to select summer school staff who had demonstrated prior experience with the instructional approach to be implemented. At all sites some inservice training was conducted. This training ranged from explanation of the program to detailed practice with instructional materials and training in student assessment and placement.

Teachers at 10 sites were assisted by one or more instructional aides; team-teaching occurred at four sites. Seven sites employed ancillary staff such as nurses, counselors and parental involvement personnel (Figure 4).

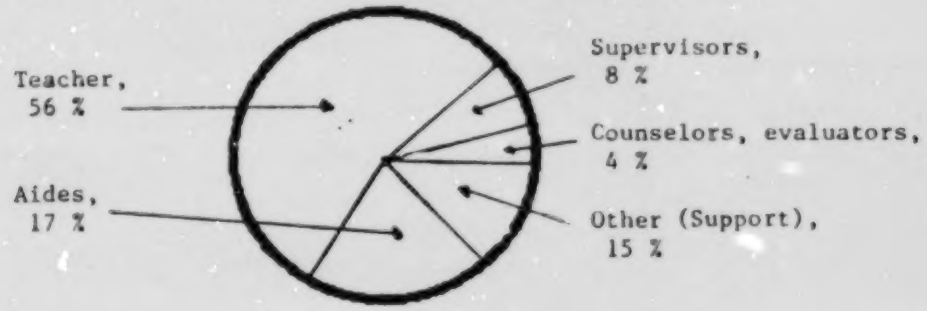

Figure 4. Percent of Staff by Category

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Transportation was provided by nine sites. Eight sites offered students either lunch or a snack during the school day. Projects ranged from 12 to 35 days in duration (Table 1). Most were half-day (three to four hour) projects.

The evaluation requirements placed on the participating districts included measuring both the short-term and long-term impact of the summer school program on student achievement. Projects were to compare the performance of summer school participants with similar students who elected not to attend summer school. Districts utilized criterion-referenced, objective-based and norm-referenced tests to measure short-term achievement. To measure the long-term and sustained effects impact of the summer program, districts were required to use standardized norm-referenced tests. A number of districts operating projects in 1982 were unable to carry out such an evaluation program. Sufficient quantitative information to make determinations concerning the impact of the 1982 projects on student achievement was not available from all districts. Problems with reporting were identified and for 1983, a standardized evaluation framework and reporting format were developed. In 1983, each of the eight new projects and the six continuation projects used that framework and reported in the standardized format. Because of this uniformity, the data from projects conducted in 1983 are of higher quality. Quantitative data from those projects and comparable data from 1982 projects form the primary basis for these findings of this report.

Findings. The information contained in this section is a distillation of project reports developed by district personnel and submitted to the Agency. The evaluation of the impact of the summer school on student achievement focused on short- and long-term gains in basic skills acquisition. Both objective-based and norm-referenced assessment was used to measure short-term growth, while norm-referenced assessment alone was used to measure long-term growth. The analysis of the norm-referenced testing of long-term growth involved a comparison of participating students with a similar group of non-participating students.

Each district identified instructional objectives which were the focus of the project and students received instruction guided by those objectives. Two approaches were taken to measure the effectiveness of summer school in producing short-term remediation and/or additional skill development. In the first approach, the mastery of instructional objectives by participating students was measured using district-selected criterion-referenced, objective-based instruments. Some districts reported excellent short-term results. Several districts reported that a majority of the students made substantial gains in terms of basic skills growth. There were, however, districts which found short-term results to be less than expected.

The second approach to measuring short-term impact focused on the rate of promotion of retainees back into grade. Because each district set its own criteria for promotion, the rate of promotion back into grade as a result of attending summer school ranged across sites from approximately 50

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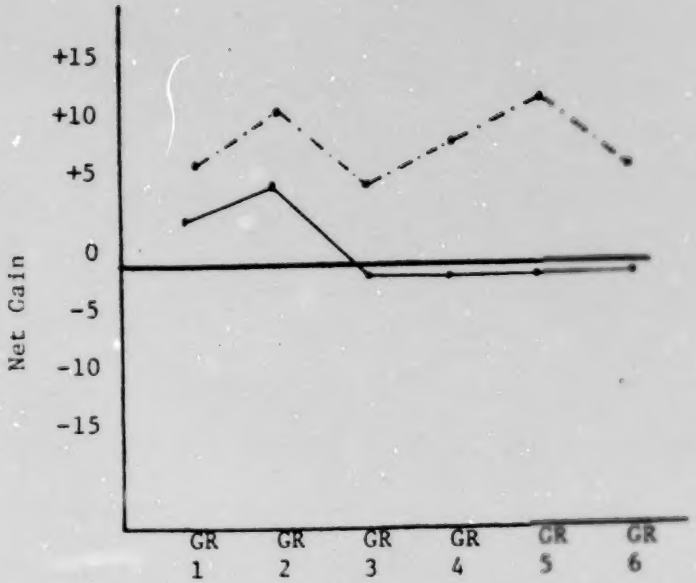
percent to 80 percent. Remedial instruction at the secondary level focused on students who during the regular school term did not accomplish the minimum objectives for courses required for graduation. In these projects, students who satisfactorily completed remedial coursework were awarded course credits. Course credits were awarded in English, mathematics, science, and social studies. More than 65 percent of the secondary students attending summer school were awarded credits.

Summer school participants and a comparison group of nonparticipants were tested with a norm-referenced test in the spring before the summer school and again in the fall following the summer school. Achievement test scores from the spring testing were compared with test scores from the fall testing. The net difference is net achievement gain (or loss). Net short-term achievement of participants was compared with the net short-term achievement of non-participants. Normal curve equivalents, a statistical metric, was used to quantify this performance. In general, the performance of the summer school participants was better than that of nonparticipants (Figure 5). The aggregate gains in reading exceeded gains in mathematics.

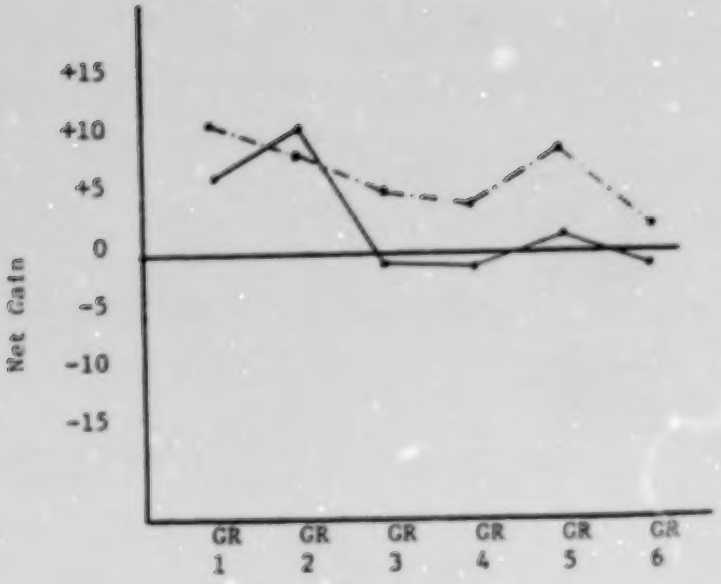
Both participants and a similar comparison group were administered norm-referenced achievement tests in the spring before the summer school and again in the spring one year later. These scores were compared to yield net sustained achievement gain (or loss). In general, elementary students in Grades 3 through 6 who participated in the summer school projects demonstrated long-term academic achievement gains that were not found in the comparison groups (Figure 6). Gains in mathematics exceeded gains in reading. When viewed on a site-by-site basis, however, there were cases in which participants did not outscore non-participants. These norm-referenced test data indicated that the summer school projects were most beneficial in the long-term for students in Grades 3 through 6. Put in the larger context, however, it appears that all students who participated benefitted from the program.

The use of the sustained effects evaluation model for summer school was not as appropriate at the secondary level as it was at the elementary level. The main reason for this was that the majority of the secondary projects focused either on specific basic skills or on the content of specific secondary courses. Standardized tests available for use with secondary students were not designed to measure specific secondary course work; nor were they typically sensitive to specific basic skills objectives. Four of the projects which emphasized secondary course credit indicated that the norm-referenced testing was not a good measure of course completion: the primary objectives of those projects. The Appendix contains specific sustained effects results of the projects that targeted secondary students.

Districts did not separate the academic achievement growth of limited English proficient participants from that of other students. Sustained effects evaluation conducted at the five districts whose summer school



Reading



Mathematics

Participants —·—·—·—·—·—
Non-participants ————————

Figure 5. Short-term Growth
Measured in Normal Curve Equivalents

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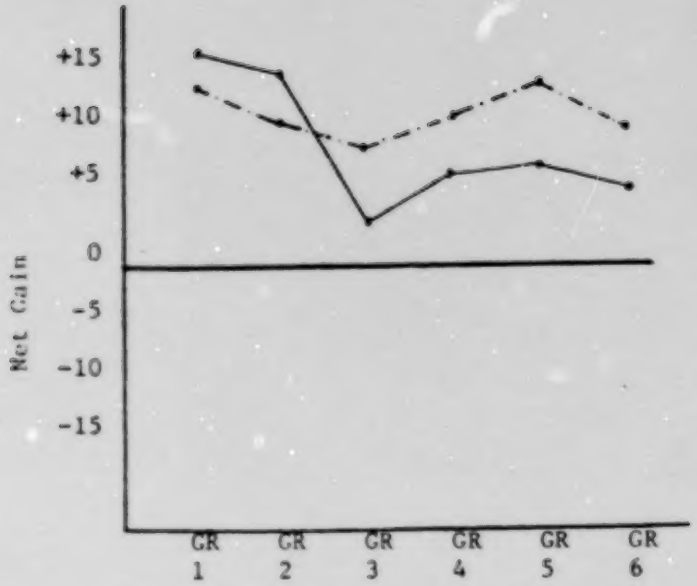

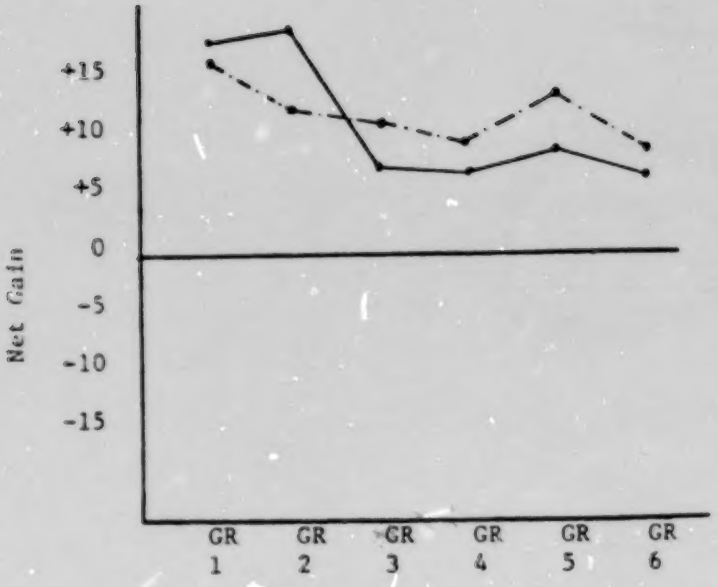

Participants —·—·—·—·—·
Non-participants ————

Figure 6. Long-term Growth
Measured in Normal Curve Equivalents

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enrollment was predominantly made up of limited English proficient Students indicated, to the limited extent that comparison is possible, that students who participated in summer school outperformed non-participants. While the number of students involved was quite small, the evidence indicates that these summer school programs were a viable mechanism for providing remedial instruction for limited English proficient students. No attempt was made to measure the direct effect of summer programs on growth in English proficiency. In the Appendix, the results of individual projects targeting limited English proficient students are provided.

Based on experiences of the 23 projects, the following observations are made:

- Those districts which implemented projects focusing on only a few objectives showed evidence of greater short-term growth on the part of participants.

- There seems to have been no difference among the various elementary grades in terms of short-term growth.

- When methodological approaches are compared, there appears to have been little difference among projects in terms of the effect of different approaches on short-term gains.

- Per pupil expenditure seems to have had little relationship to short-term growth.

- Districts which provided transportation for summer school participants had less difficulty meeting their enrollment goals than did those which provided no transportation.

- Although four to six weeks seems to be an optimal length for summer school, the length of the session should be consistent with the objectives of the program. Projects which tailored the class period and school day length to the objectives were more successful.

- Summer school projects which provided staff development focused on implementation of the curriculum of the session seemed to be more successful in accomplishing the objectives than those projects which provided generalized inservice training prior to the summer session.

- Projects which utilized high-interest instructional materials and activities and gave students rewards were the most successful.

- Projects which were able to compete successfully with other summer activities for student participation were those which offered tangible rewards (e.g., course credit, awards, etc.) for summer school success.

Districts reported that, from their points of view, the following had the greatest impact on project success:

- the amount of student time-on-task;
- the extent to which students were motivated;
- the amount of lead planning time prior to the start of the project;
- direct communication with the parents of the students;
- low pupil/teacher ratios;
- class periods that were no longer than 90 minutes, with a break between class periods;
- grouping of students by skill mastery level rather than grade or age;
- the degree to which instructional objectives were tailored to the needs of individual students;
- the degree of clarity and focus of objectives;
- the use of instructional activities which required all students to become actively involved in learning; and
- selection of staff who were highly motivated.

Information concerning the operating costs of summer school pilot projects is not complete because some projects did not fully report all local expenditures for the projects. At those project sites, local accounting systems were unable to separate local expenditures for the summer school pilot project from other expenditures during the same period. Budgeted amounts from local sources at those sites are included in this report.

The total cost, from all sources, of operating the summer school pilot program is estimated to have been $1,955,779. Of this total $832,488 was from pilot program grant funds ($411,066 for fifteen projects funded in 1982 and $421,422 for fourteen projects funded in 1983). The largest grant was for $90,151 while the smallest was $4,718.

Pilot program grant funds were supplemented by funds from local, federal, and other state sources. Funding from these other sources amounted to approximately 60 percent ($1.1 million) of the total cost of the program (Figure 7).

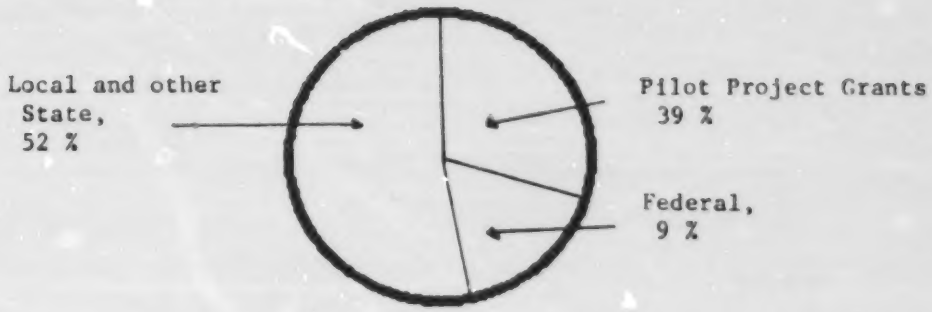

Figure 7. Funding by Source

Fourteen districts budgeted larger amounts from non-pilot program sources than from grant funds and at least one-fourth of the amount expended at each project was from non-pilot program sources. Approximately two-thirds of the expenses of the summer school pilot program were personnel costs (Figure 8).

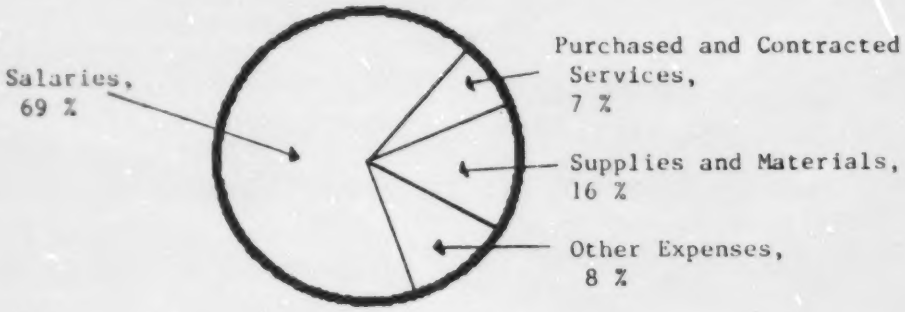

Figure 8. Cost by Category

The average per pupil cost, from all sources, for the Summer School Pilot Program was approximately $380. Projects operating at the elementary level were somewhat less expensive (approximately $360 per pupil) while those operating at the secondary level were more expensive (approximately $550 per pupil). Total per pupil expenditures are deceiving, however, because: (1) longer summer sessions have greater total cost than shorter sessions; (2) since the largest single expense was teachers' salaries, projects with higher pupil/teacher ratios were less expensive than projects with lower pupil/teacher ratios; and (3) projects with staff in addition to teachers (e.g., aides, counselors, supervisors, nurses, etc.) had a cost which was higher than projects which employed only teachers.

Total cost per pupil per day, from all sources, is a better metric of summer school cost, although it too is affected by pupil/teacher ratios and the number of supplementary staff. The cost per pupil per day ranged from approximately $7.00 at the least expensive to approximately $22.40 at the most expensive. The average cost per pupil per day of projects funded in 1983 was approximately $13.50 (approximately $13.15 at the elementary level and approximately $14.35 at the secondary level).

Conclusions. The major findings of the Summer School Pilot Program are summarized by the four major questions that the program was designed to address.

Can summer school programs effectively produce short- and long-term remediation or additional skill development in certain populations?

Although the degree of success at producing effective remediation varied from project to project, in general projects were successful. At the elementary level, summer school students in need of basic skills remediation mastered the majority of the basic skills objectives that were the focus of the summer project. At the secondary level, projects which offered course credit were successful in remediating the minimum objectives required for courses. Evidence from long-term, sustained effects evaluation indicates that most students who participated in summer school performed better in the following school year than did those students in the comparison group who did not attend summer school.

Are there essential characteristics common to such effective summer programs?

Although the data collected in 1982 and 1983 from the 23 pilot projects did not allow for the determination of the efficacy of any particular instructional approach, the data indicate that summer schools which focused on a limited number of basic skills objectives, actively involved students in learning, and offered meaningful rewards for success were effective in basic skills development of students. Programs which included activities which strengthen self-concept and eagerness to learn were found to motivate students to continue learning in the regular school year.

Are summer programs cost effective when compared to alternatives such as retention in grade or repeating a course during the regular term?

The average per pupil per day cost of summer schools in 1983 was $13.50. Extending this to the 30 days of the average summer project, the estimated average cost of remediating an elementary student would be approximately $405, far less than the cost of a full year of school if that student were to repeat the grade.

What is the magnitude of the student population which could benefit from summer programs?

Data from the summer school projects indicate the summer school was effective for students who are participating in remedial or compensatory programs during the school year. Furthermore, the success of the few special education and limited English proficient students indicates the appropriateness of summer school in providing remedial basic skills instruction for those segments of the school population. The magnitude of the potential summer school population is not known from this study and could only be estimated from participation in other programs. An unduplicated count of the participants in programs such as ECIA Chapter 1 Regular and Migrant, bilingual education and state compensatory education would provide an estimate of the number of the potential summer school participants.

In summary, several different instructional approaches were used with varying students in an assortment of grade levels. Many of these programs evidenced moderate to high levels of success in remediating students' deficiencies in basic skills. Information contained in the individual project summaries appended to this report should provide a range of alternative ideas which can be considered by other school districts planning or already conducting summer school programs.

APPENDIX

Project Reports

Austin Independent School District

The Summer School Pilot Project at Austin ISD provided **90 minutes of reading, 90 minutes of math and 60 minutes of community school activities daily for five weeks to students in Grades 1 through 6.** This project operated in 1982 and 1983. The goal of the project was to maintain the skill level mastery that the student had reached during the previous year. For students making achievement gains, promotion back into grade was possible. **Enrollment** in the 1982 project **was open to any student who had ever been retained** while eligibility in 1983 was limited to only those who had been retained in grade the previous year. In 1982 approximately fifteen students were assigned to each class. In 1983, **class size was limited to approximately 10.** Students received reading instruction from one teacher and math instruction from another. Most of the teachers taught two classes each day. **Teachers were not assisted by aides.**

Mastery learning was emphasized in skill acquisition in both reading and mathematics. In both areas information was presented through **whole group instruction. Peer tutors assisted those having difficulty with skill mastery.** Objective-based tests were utilized to identify those students in need of remediation and enrichment. Alternative materials and an emphasis on time on task were designed to help slow learners. The **Chicago Mastery Learning System** and other supplementary materials were used in the reading program. Vocabulary was emphasized at Grade 1 while reading comprehension was the primary focus at Grades 2 through 6. The **Math for Everyone** and **Succeeding in Mathematics** workbooks were used in mathematics. Summer school skill training emphasized math concepts and problem solving at all grade levels. **Limited English proficient students received instruction in English and Spanish reading** using a variety of teacher selected materials. An award system was utilized as a student motivator and follow-up activities were implemented which filled the gap between summer school and regular year programs these varied from campus to campus.

Funds for the project were from two sources: local funds (42 percent) and pilot project grant funds (58 percent). The total cost per pupil enrolled was approximately $188.

The summer school project in Austin was very popular. Enrollment in the 1982 project greatly exceeded application estimates (1193 to 900), yet enrollment in 1983 was less than half that amount. **Attendance was high** (94 percent) and **staff** and **parents were openly enthusiastic** about the program. Observable differences with respect to program impact were detected between retainees who attended summer school and those retainees who did not. **The fact that promotion "back-in-grade" was not held out as a motivation "carrot" may have had some effect on achievement results.**

Short-term impact results were quite impressive. In both years most students mastered more than 85 percent of the mathematics units and 80% of the reading units. In the fall following each summer project, teachers rated the reading and math skills of retainees who attended summer school

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as higher than the skills of those who did not. An examination of the value of extra information on students' learning styles and needs found that the information did seem to help. Finally, a parental survey conducted in the fall of 1983 indicated that those students who received specific follow-up assistance in math were more likely to complete the additional workbook assignments (i.e., **parental awareness contributed to student workload completion**).

The long-term results did not match those of the short-term. Attendance rates for the following regular terms were unaffected since attendance has historically been very good. Results of the sustained-effects testing with the Iowa Tests of Basic Skills showed only isolated instances of greater gains over time for participants when compared with a nonparticipant "control group."

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Beaumont Independent School District

Project BOAST, the Summer School Pilot Project at Beaumont ISD, was conducted in both 1982 and 1983. In 1982 it **provided mathematics skill development to students in Grades 3 and 4.** In 1983, **the project was expanded to include instruction in reading. Students** from a variety of socioeconomic backgrounds **were selected for participation in the project on the basis of Comprehensive Test of Basic Skills scores, non-mastery of the Texas Assessment of Basic Skills objectives and individual recommendations by teachers and principals.** Participation in the project was voluntary and no penalties were assessed for poor attendance. Students received **three hours of instruction daily for six weeks. Teachers,** each **supported with an instructional aide** and supervised by the project manager, **provided instruction through direct teaching and computer-assisted reinforcement. No more than twenty students were assigned to each teacher.** Students from both the third and fourth grades received instruction defined by the Texas Assessment of Basic Skills objective mastery and mastery of objectives contained in a locally developed criterion-referenced test.

Teachers conducted remedial instruction based on lesson plans which integrated traditional teacher-centered methodologies and computer-assisted instructional methodologies. Both were designed to reinforce the third grade reading and mathematics objectives of the Texas Assessment of Basic Skills. **Student progress was monitored and managed by a classroom management system which provided teachers with learning paths for each student for each of the objectives.** The computer-assisted instructional methodologies involved the following components: micro-computer terminals, for student use; a Classroom Management System to diagnose, prescribe and treat student learning difficulties congruent with the Texas Assessment of Basic Skills objectives; a Computer Drill and Instruction Fact Tract to provide timed drill and practice; and a series of computer games to reinforce basic skills. The teacher-centered teaching component consisted of basal texts and related workbooks, a variety of "hands-on" instructional materials known (by teacher usage) to be successful, and audio visual aids with associated hardware.

Funding for the project was from two sources: local funds (26 percent) and pilot project funds (74 percent), etc. The total cost per pupil enrolled was approximately $460.

The highly experimental nature of the project combined with the **voluntary participation on the part of students and late notification of grant award led to difficulties in meeting project enrollment goals in the first year.** It was not until the last day of the regular school term that all available student openings were filled. The 1983 project met its enrollment goals through **early participant selection and publicity. Parental support for the project,** including control-group testing requirements, **was very positive.** District project investigations noted that the lack of a Hispanic teacher in 1982 may have limited the progress of Hispanic, limited English proficiency participants that year. However, it was also noted

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that **"the Asian students, being from a new culture breaking into the American way of life, were not only very enthusiastic but once overcoming the language barrier progressed at a rapid rate."**

Results of an intensive evaluation of short-term impact, requiring periodic **criterion-referenced testing** based on the Texas Assessment of Basic Skills objectives and content, **indicated that participants in the 1982 project,** regardless of the instructional strategy, **had a head start over students who chose not to attend.** For the 1983 project, however, the results were mixed. At the fourth grade level, participants outperformed nonparticipants in reading; but in mathematics nonparticipants slightly outperformed participants. At the third grade level, participants were outperformed in both subjects. Further investigation indicated that a mixture of teacher-directed and computer-assisted instruction was more productive than either method taken alone. While a number of comparisons were made of the impact of instruction based on student characteristics, the small sample size negated any conclusive findings.

The sustained effects testing utilizing the Comprehensive Test of Basic Skills **provided results somewhat contradictory to the short-term findings.** The district evaluator felt this was likely due to poor pretest conditions which artificially deflated pretest scores. Furthermore, serious doubts were raised concerning the appropriateness of the Comprehensive Test of Basic Skills "as a means of determining longevity of the Texas Assessment of Basic Skills objective instruction."

Student Performance for Project Boast

	1982 Project (Mathematics)		1983 Project (Reading)		1983 Project (Mathematics)	
	Short Term	Sustained Effects	Short Term	Sustained Effects	Short Term	Sustained Effects
3rd Grade	T > C	C > T	C > T	C > T	C > T	T > C
4th Grade	T > C	C > T	T > C	T > C	C > T	C > T

T=participants C=comparison

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Dallas Independent School District

Dallas ISD operated Summer School Pilot Projects in both 1982 and 1983 as a a component of the regular Dallas ISD summer school program. In 1982, the PALS PLATO program, a voluntary tuition-free computer-assisted instruction program, operated at the high school level. **Low-achieving students who were entering the ninth grade attended either morning or afternoon (four-hour) sessions during which mathematics, reading, and language arts were taught.** Intensive basic skills instruction was provided through the use of **Control Data Corporation's PLATO** curriculum. During the course of the program, students alternated between computer-assisted instruction and teacher-directed instruction.

In that same year, the PALS program also served **retainees in Grades 1 through 6.** The project operated for **three hours daily for six weeks. No more than fifteen students were assigned to each class** where teacher-directed instruction focused district-identified, grade-level essential skills. The instructional strategies employed differed among the campuses. **Bilingual and ESL instruction was provided for limited English proficient students.**

The 1983 project was the same as the project conducted in 1982, except that it was restricted to retainees in Grades 1 through 6. Funding for projects in both years was from two sources: local funds (60 percent) and pilot project grant funds (40 percent). The total cost per pupil enrolled was approximately $359.

The 1982 PALS summer school program had **nearly half of the participants achieve a sufficient objective mastery to warrant promotion to the next grade.** Test results showed that, with few exceptions, students mastered more essential objectives at the end of the program than at the beginning. **The test results also showed that students who were promoted mastered a higher percentage of essential objectives than students who were retained.** However, the criteria of mastery of objectives in reading, math and language arts was not met by all students who were promoted. In fact, the data point out sizable deficits in both promoted and retained students' mastery of essential objectives. This suggests that a variety of criteria was used in the promotion/retention decision. No sustained effects of comparison group investigations were conducted in the 1982 project. In conclusion, **the 1982 summer program failed to demonstrate any significant gain in student achievement as measured by the Iowa Test of Basic Skills.**

The **1983 project** conducted both sustained effects and comparison group investigations. The results of the sustained effects evaluation **indicates that retainees who participated in the summer project, but were not promoted, performed better during the following school year than did retainees who did not participate** (see the following table).

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Results of Short- and Long-Term
Gains for Dallas ISD Summer School

Grade Level	Pre-test Mean NCE[1]			Post-test Mean NCE[1]			Sustained Effects Mean NCE[1]		
	Promoted	Retained	Comparison Retained	Promoted	Retained	Comparison Retained	Promoted	Retained	Comparison Retained
1	37	31	22	49	36	32	46	56	54
2	34	22	36	39	30	33	42	55	55
3	28	18	27	34	27	32	37	46	46
4	28	14	29	35	23	35	38	37	45
5	25	11	16*	35	19	16*	36	35	37*
6	26	3*	26*	27	14*	37*	31	31*	54*

* These means are based on 5 or fewer students.

[1]Normal curve equivalents

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Eagle Mountain-Saginaw Independent School District

The Summer School Pilot Project at Eagle Mountain-Saginaw ISD provided **remedial reading instruction to students in Grades 1 through 8 in both 1982 and 1983. Students were selected to participate on the basis of recommendations from teachers.** Only those students, who had been interviewed by the pilot project staff and for whom it was felt that the summer curriculum would be most beneficial, were selected. In general, the selection criteria were not the same as that used for the remedial programs during the regular school session, however, many of those students were participants in the summer program. **Instruction was provided for two and one-half hours per day for twenty days.** Two sessions were held each day: one in the morning and one in the afternoon. Students attended only one session each day. The project was located at one elementary campus and students throughout the district were transported to that campus. Students in the immediate vicinity of the campus attended the morning session.

Although enrollment was voluntary, attendance approached 100 percent. Classrooms were self-contained with cross-grade groupings in each class. Neither of the classes had more than 17 students. **Teachers were assisted by instructional aides who tutored students** and assisted the teachers with the computer-assisted instruction. Student weaknesses were catalogued from the results of the Stanford Diagnostic Reading Test given by the district in the previous spring. Following the determination of student needs, individual student profiles were developed and materials were selected to meet the needs of each student.

The instruction focused on reading comprehension and involved cross-age oral communications activities, an analysis of written materials and teacher directed reading-skill building. Both whole group and small group methodologies were employed. **The reading instruction was supplemented by computer-assisted instruction utilizing a variety of project-selected computer software.**

Funding for the program was from two sources: local funds (54 percent) and pilot project funds (46 percent). The total cost per pupil enrolled was approximately $263.

Because the Eagle Mountain-Saginaw summer school project had been in operation for a number of years prior to the summer of 1982, **community support, as evidenced by enrollment and attendance, was extremely high.** The procedures leading to student selection and placement as well as instructional strategies were firmly established. This meant that implementation of the project took place with virtually no "hitches."

The overall achievement rate in reading increased during the twenty-day program as evidenced by the increased mean standard score results from the Stanford Diagnostic Reading Tests, and this increase was considered satisfactory in relation to criterion expectations.

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Results of sustained-effects testing with the California Achievement Test **were extremely positive both years.** Because of the small number of students at each grade level, it was deemed unwise to compare the participants' test scores to those of a selected comparison group. However, participants did show more consistent, higher test score averages in both reading and mathematics. **However, the greatest long-term effects of the pilot were in mathematics**, an area that received little if any attention during the project.

The variety of groupings and activities were seen to have a significant impact on students' attitudes toward school as indicated by the results of parent and student surveys. This same survey found computers to be "clear winners of the students' interest." Given this finding and the fact that in the first year there were not enough computers to adequately serve all the participants, more computers were made available in the second year.

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East Central Independent School District

The Summer School Pilot Project at East Central ISD provided **basic skills instruction to students in Grades 1 through 6 who had scored below the 30th percentile** on the Science Research Associates test given in the spring of 1982. Students in grades three and five **who had not satisfactorily mastered the objectives measured by the Texas Assessment of Basic Skills and students identified by classroom teachers** were also eligible to participate. The summer project operated for a **half-day for four weeks.** Approximately **90 minutes of** each day was spent in **reading instruction** and approximately **90 minutes** each day was spent **in mathematics instruction.** The project operated in 1982 only.

The project operated in all four of the district's elementary schools. **The grade combinations and classroom management procedures varied across all of the campuses.** Students at one campus participated in computer-assisted instruction in mathematics for thirty minutes each day. At the other three campuses, teacher-directed instruction was used. In both cases, the districts continuum of skills served as the focus for individualized instruction. In general, **more than thirty students were assigned to each classroom at all campuses. Classroom teachers were assisted by instructional aides and an instructional aide was assigned to the computer lab.**

Funding for the project came from two sources: state and local funds (35 percent) and pilot project funds (65 percent). The total cost per pupil enrolled was approximately $283.

Due to a number of causes, implementation of the East Central pilot project was not at the level that was expected prior to the start of the program. Even at the follow-up inservice session, the instructional staff continued to raise questions regarding implementation. **Class size and amount of material to be covered were both found to be too large to be reasonably handled in a four-week summer session.** As with other pilot sites, **transportation did present problems which lowered enrollment and attendance.**

An evaluation of the comparative impact of computer-assisted instruction with teacher-assisted instruction or a combination of both was conducted. **Computer-assisted instruction was found to be more motivating and students universally praised this portion of their instructional day. However, short-term test data found that teacher-assisted students outperformed computer-assisted students.** When comparing results for mathematics and reading, gains in reading exceeded gains in mathematics. The most alarming results came when **spring-to-fall 1982 test scores showed that a comparison group of non-attending students outperformed project participants.** The initial conclusion, drawn from short-term assessment indicators, was that the pilot project had a negative impact on participants.

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Spring 1983 norm-referenced testing added new information which conflicted with earlier findings. **Growth for program participants for the period fall 1982 to spring 1983 showed dramatic gains.** Based on these findings, it was **concluded by local evaluators that "there is no doubt that the results from the fall testing underestimated the students performance, regardless of whether students attended school and regardless of the type of instruction they received."** Because of this situation, no further conclusions could be drawn; rather a new study of a similar effort was proposed by local officials.

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Garland Independent School District

The Summer School Pilot Project at Garland ISD provided **basic skills instruction to students in kindergarten through fourth grade.** The program operated in 1983. **Students** that were selected for participation in the project **were** identified by the district as **"shadow children"** - students of low achievement, yet performing at their ability level. The Cognitive Abilities and Iowa Test of Basic Skills were used to identify eligible students. The goal of the project was **to improve and remediate the minimum competency skills in reading and mathematics** of these students. A second goal was to **improve** the student's **self image and school attitude.** Classes were held for half-day sessions for a six-week period. Classrooms, limited in size to fifteen students, utilized learning centers for instruction. Students were assigned to learning groups based on the results of district-administered criterion-referenced tests. Instructional centers focused on reading, communications and mathematics. A center focusing on personal growth was structured around the **"I Can" course.** Except in centers using computer-assisted instruction, **students received direct instruction involving a variety of high interest instructional activities and materials.** Instructional staff was provided one day of inservice training designed specifically for the summer session. **Rewards** provided by the project and local businesses **were given to students for attendance and achievement.**

Funding for the project came from two sources: state and local funds (46 percent) and pilot project grant funds (54 percent). The total cost per pupil enrolled was approximately $309.

The Garland project was designed to accommodate approximately 200 students. It served approximately half that many. **A lack of early notice of grant award restricted planning time and notice to parents.** Regardless of this, community reaction to the project seemed to be positive: Businessmen donated awards and volunteered in the project, and parents served many volunteer roles in the project. Emphasis was placed on achievement and student self-concept; the project was designed to reduce student failure. District evaluators reported that the hign level of time on task, the positive attitude of staff members and the emphasis on student self-concept were primary features which contributed to project success.

Short-term performance based on criterion-referenced testing **showed** that **students who attended the summer school showed a vast improvement in basic skills.** The majority of the participating students increased their objectives mastery by 15 to 60 percent. Process evaluation findings indicated that staff believed that the self-concept of participating students had increased measurably. Staff, students and parents were enthusiastic in their support for the project. The district planned to continue this summer project in 1984 without special funding.

The comparison of summer school participants and nonparticipants provided several interesting findings. Results of the Iowa Test of Basic Skills indicated that, in the short term, the participants were less susceptible

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to summer regression than were the nonparticipants. Sustained-effects testing indicated that in the long term those gains were maintained. In fact, the achievement gains gap between participants and nonparticipants increased.

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Gilmer Independent School District

The Summer School Pilot Project at Gilmer ISD provided remedial reading and mathematics instruction in 1983 to students in Grades 1 through 11. Students included those who had received remedial reading and/or mathematics instruction during the previous school year and students in need of additional basic mathematics and/or reading instruction in order to be promoted. Surrounding smaller districts were invited to send eligible students to the Gilmer project. Instruction consisted of 90 minutes of instruction in reading and 90 minutes of instruction in math each day for six weeks. Students were grouped into three groups, primary, elementary and secondary for instruction. Group placement was based on a locally developed grade-mastery test. Classes ranged in size from 6 to 14 students. Instruction was provided by classroom teachers who were assisted by instructional aides.

Reading instruction focused on individualized instruction in phonics, vocabulary and comprehension. Mathematics instruction focused on guided practice in concepts and computation. Individual lesson plans were developed by the teacher in consultation with the project supervisor. Rewards were given to students for attendance and achievement.

Funding for the summer project came from two sources: state and local funds (54 perent) and pilot project grant funds (46 percent). The total cost per pupil enrolled was approximately $362.

Despite its small size, Gilmer's project had an enrollment of over 100 pupils. With few exceptions, attendance was very good. The district reported that the majority of the students accomplished the goal of the project: increased proficiency in the basic skills. As an added incentive, the district paid bonuses to teachers for student achievement. A bonus of $1.75 was paid to each teacher for each month's Grade Equivalent gain that each student made. Several teachers earned more than $300 in bonuses.

While the number of participants in each grade was too small to make meaningful statistical comparisons with nonparticipants, the test scores for participants indicated that the gains made in the summer project were sustained during the following year; performance in reading exceeded performance in mathematics.

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Hereford Independent School District

The Summer School Pilot Project at Hereford ISD provided **basic skills instruction to students in Grades 3 through 6.** The project operated in both 1982 and 1983. **Students were selected for participation on the basis of the Texas Assessment of Basic Skills test results and the results from other district-wide testing.** In general, selection criteria were the same as the criteria for remedial programs conducted during the regular school year. Instruction consisted of one **90 minute language arts** (reading, writing, oral language) **block and** one **90 minute mathematics block daily, five days a week for six weeks.** Classes were held on one elementary campus and students from other campuses within the district were provided transportation. **Up to ten students were assigned to each teacher who conducted both the language arts and mathematics instruction. Instructional aides were not employed.** A principal coordinated and supervised the program. Although student participation was voluntary, **students who missed eight days of instruction were dropped from the program.** The program focused on two major areas. The first was a teacher-directed academic program based on objectives from Texas Assessment of Basic Skills testing. Students' individual weaknesses were determined by studying the individual student profiles as received from the Texas Assessment of Basic Skills. **Instruction** for each of the objectives in reading, mathematics and writing **was systematically designed to meet individual needs of the students** in the class. **Traditional teacher-centered instructional methods were utilized.** Small groupings of students were used when more than one student was working on a particular objective or activity. The **ABC reader, McMillan mathematics and LLA writing** texts were used as the instructional materials. These are the same materials used in the regular school year program. The major emphasis was to provide individualized instruction in the Texas Assessment of Basic Skills objectives to students using the regular classroom instructional materials and instructional strategies.

The second aspect of the program was the **use of computer-assisted instruction to reinforce mathematics skills** being taught in the classroom. Each classroom teacher provided the computer aide with a list of objectives and correlated software materials that were to be used with each individual student. **Computer time was limited to 20 minutes on alternate days,** to prevent boredom and to allow for scheduling of all students.

Students who were classified as limited English proficient were provided bilingual instruction guided by students' Texas Assessment of Basic Skills objectives profiles. A certified bilingual teacher at each grade level was assigned the limited English proficient students who participated in the program. **Bilingual classes were composed of less than ten students each.**

Funding for the program came from three sources: Chapter 1 Regular (23 percent), Chapter 1 Migrant (44 percent), and pilot project funds (33 percent). The total cost per pupil enrolled was approximately $284.

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The Hereford project was designed to accommodate 160 students in Grades 3 through 6. While over 200 students did register at some point during the first summer, 154 students completed that session. **Community reaction to the program appeared to be mixed since the pilot project was a dramatic change from previous summer school offerings in Hereford.** A much greater emphasis was placed on academic, instructional courses rather than the strong recreational flavor of past programs and enrollment the second year was about half that of the first year. **Attendance was generally quite good particularly when students who had registered expecting a recreational program were eliminated through voluntary withdrawal.** As with other pilot projects, a comparison of regular school attendance before and after participation in the summer school found no appreciable difference with high attendance rates for 1981-82, 1982-83 and 1983-84.

Short-term student performance based on criterion-referenced testing showed raw score gains in reading and mathematics for a vast majority of the students. **Approximately half of all students pre- and post-tested made observable raw score gains (i.e., at least a 10 percent improvement in number of items correctly answered).** Process evaluation findings **indicated widespread support among staff, students and parents to programmatic goals** aimed at Texas Assessment of Basic Skills objectives, the use of computer-assisted instruction, pre-session parental awareness programs, and small group instruction. Concerns were raised over delays in acquiring instructional materials and computer hardware, insufficient staff development, and the lack of adequate placement information on all students.

The comparison between summer school participants and a selected group of nonparticipants provided several interesting findings. Results of California Achievement Test **subtest scores over three testing times indicated that participants were less susceptible to summer regression (i.e., there were only half as many instances of lower fall test score averages by grade level)**; less than one-fourth of all aggregate spring-to-spring gains favored the comparison group (the majority of these occurrences were in subtests dealing with language expression and mathematics concepts and applications at Grades 5 and 6); and across all summer school participant grade levels there were no examples of a loss of gains made during the summer. In fact, a number of instances were found where **substantial gains were made during the regular school term following participation in the pilot project which were unmet by comparison groups.**

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Houston Independent School District

The Houston ISD Basic Skills Summer Pilot Project was conducted in 1982 only, it was a computer-managed program designed to provide tuition-free **remedial instruction in reading and mathematics. Students eligible** for participation in the summer pilot project **were entering the twelfth grade during the 1982-83 academic year and had not demonstrated competency in reading and/or mathematics as required by HISD.**

Twenty days of instruction were provided in each of two sessions. **Students were required to attend at least 18 of the 20 days** in one session. Students attended classes **four days per week for approximately four hours per day.** Students could enroll in either the reading or mathematics course, or both; and if at the end of the session they had not demonstrated competency in the course, they could enroll again the following session.

The learning activities provided for students followed a compact version of the Project Basic remedial instruction program developed by HISD. **Program management was accomplished through the use of computer-generated information which provided for: (1) individualized learning activities tailored to the students' needs, (2) constant monitoring of student progress, and (3) daily adaptation of the instructional program based on student needs.** The instructional staff selected for the program was experienced in computer-managed remedial instruction. The program used the **Evans Newton "Project Basic"** management system. The short-term goals involved the certification of student competence in reading and mathematics through testing with the Houston Minimum Competency Tests.

Funding for the project was from two sources: federal funds (50 percent) and pilot project funds (50 percent). The total cost per pupil enrolled was approximately $347.

Local evaluation of Houston ISD's summer project aimed at secondary basic skills focused on three groups of students: (1) those attending the tuition-free pilot site, (2) those attending other Houston sites, and (3) a comparison group of eligible youth who chose not to attend summer school. An examination of enrollment and attendance information uncovered no unique findings. The attendance data showed that attendance rates were unchanged from 1981-82 to 1982-83 and that **comparison students had significantly more absences** than students in either other group.

While some of the project goals were not met, it was observed "that **teachers certifying the most students instructed those students in an enthusiastic, motivating and encouraging manner."** In all cases, **mathematics success exceeded expectations while reading results fell short.** Sixty-five percent of the students were certified in mathematics and 36 percent in reading. Furthermore, **over 60 percent of those not certified showed improved competency on the Houston Minimum Competency Tests.**

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Repeated testing in the spring of 1983 found only minor differences among the various groups. This raised the issue of long-term retention of the gains made in the remedial summer classes. The conclusion reached by local evaluators was that "students participating in either summer school program tended to perform at higher levels than nonparticipants when assessed with the Houston Minimum Competency Tests."

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Jasper Independent School District

The Summer School Pilot Project at Jasper ISD provided remedial reading and mathematics instruction to students in Grades 1 through 5 in 1982. Students were selected for participation on the basis of the results of the district's testing using the California Achievement Test. Students who were retained in grade were also eligible for participation. Instruction consisted of approximately 90 minutes each of reading and mathematics instruction daily for six weeks. Participation in the program was voluntary and no students were dropped for attendance reasons.

All students were assigned to a single classroom. One teacher and five instructional aides provided instruction in both reading and mathematics. In the reading block, both direct instruction and learning center methods were used. Word attack skills were emphasized in one-to-one instruction that utilized the HBJ Bookmark Reading Program. The mathematics block of instruction was conducted using STAMM (Systematic Teaching and Measuring Mathematics) and System 80 equipment. Individual instructional plans were developed for students who were allowed to proceed at their own pace. In mathematics the time was distributed between three activities: 30 minutes with the STAMM workbooks, 30 minutes with the System 80 and 30 minutes with correlated seatwork. The summer program curriculum was the same as the remedial curriculum in use during the regular term.

Funding for the project was from two sources: state and local funds (36 percent) and pilot project funds (64 percent). The total cost per pupil enrolled was approximately $262.

Jasper's summer pilot project had initial problems in getting students to enroll voluntarily. While several factors were cited as impacting enrollment, transportation was considered the greatest factor. Students living in the rural areas were so scattered that no cost-effective means could be identified to provide transportation; attendance became sporadic for many children. Furthermore, the delay in knowing if there would be a summer school prevented school officials from providing early information to parents.

Criterion-referenced assessment instruments were designed to measure the instructional content of the project. Results of testing with these instruments (one for reading and one for mathematics) showed an overall mastery rate of 82 percent for all students. Because of the small number of participants, it is impossible to make any definitive statement concerning long-term impact by grade level or any other variable. Participants in the project and a selected comparison group were tested in both the spring of 1982 and the spring of 1983 with the California Achievement Test. The results were mixed. In mathematics, participants were reported as gaining an average of more than one year in grade-equivalents as compared to only .25 for nonparticipants. However, the results for reading favored nonparticipants with an average gain of .7 grade equivalents to only .4 for participants.

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Lyford Independent School District

The Summer School Pilot Project at **Lyford ISD provided basic skills instruction to first through eighth grade students who had not accomplished minimum grade level objectives in reading, mathematics, and/or language arts or who were limited English proficient.** This project operated in 1983. **Students were selected on the basis of their performance on standardized achievement tests** given in the preceding year. Many of the students had received services through the district's Chapter 1 program in the previous year. Instruction was conducted **for four and one-hours per day for six weeks.** Each day consisted of **one and one-half hours of instruction in each: mathematics, reading, physical education** (structured swimming lessons or gymnastics). Less than fifteen students were assigned to each classroom. Learning centers were operated by teachers teamed up in each classroom. **High school students were employed as student tutors for each classroom.**

The focus of the instruction was mastery learning that was conducted using the **Language Experience in Reading** and **Cuisennaire** programs. Staff members were provided intensive inservice training specific to the aspect of the project they were to implement. **Daily classroom observations were made by the project director and supervisor** and teachers were trained in the goals and expectations of the project.

Funding for the project came from two sources: federal funds (80 percent), state and local funds (6 percent) and pilot project grant funds (14 percent). The total cost per pupil enrolled was approximately $204.

Because of the nature of the Lyford project, problems involving enrollment and attendance were very small. Actually, the district had requests for enrollment from students who were not eligible. This was probably due to the physical education program. **Although promotion back into grade was not a central objective of the project, a limited number of students in grades four through eight were promoted as a result of their achievement in the summer project.** Project evaluation data revealed favorable short-term results. Of the areas tested, mathematics objectives were met to a greater degree when compared to reading. **Ninety-eight percent of the students met the mathematics objectives, while 77 percent of the students met the reading objectives.** In reviewing intangible project results, the project produced numerous experiences for both students and staff that could not be measured through assessment instruments. For example, students were highly motivated by the instructional materials and activities that were used and teachers expressed favorable comments about their experiences in the summer project.

The long-term benefits of the project were not as clearly demonstrated. In the short term, participants generally made greater gains than nonparticipants and reading gains exceeded math gains. **Over the long-term, however, nonparticipants appeared to demonstrate more success than did participants.** Success varied by grade level, with positive results for some grade levels and less positive results for others. In general,

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students in the first through third grades seemed to benefit more from the summer school than students at other grade levels. This was perhaps because many students were initially performing considerably below their grade level.

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Marshall Independent School District

The Summer School Pilot Project at Marshall ISD provided **remedial instruction in reading and mathematics to students in Grades 1 through 6** in 1982. **Students were selected for participation on the basis of their mastery of basic skills** as measured by the district's regular annual skill mastery assessment **in reading and mathematics, their performance on the California Achievement Test and** for grades three and five their performance **on the Texas Assessment of Basic Skills.** In general, the selection criteria included students who had participated in compensatory reading and/or mathematics programs during the regular school year. Participation was voluntary and students were not penalized for absences. Classrooms were self-contained with one teacher per classroom. Since teachers taught only reading or math, **students participated in either** the summer **reading or** summer **mathematics** program, **but not both.**

Instruction consisted of **two one-hour blocks each day for twenty-nine days.** The first hour consisted of direct instruction while the second hour focused on activities designed to provide practice. Instruction was based on teacher developed remediation plans for each student. For each student specific objectives were detailed and formed the basis for instruction. **Teachers conferred with parents of participants on two occasions to relate expectancies and student progress.** The instructional program for reading focused on the use of the **Chicago Mastery Learning System.** The mathematics program followed a district designed mathematics curriculum which focused on arithmetic skills. **Students at Grades 5 and 6 also utilized computer-assisted practice approximately fifteen minutes per day.**

Funding for the summer project came from two sources: local funds (62 percent) and pilot project funds (38 percent). The total cost per pupil enrolled was approximately $351.

A salient feature of the Marshall pilot project was the level of parental involvement. This involvement was fostered by the district's decision to support a major outreach effort to parents. This effort paid off in that parental involvement was significantly increased for summer school when compared to involvement in the regular term. As would be expected, **parental involvement played a major role in the high attendance rate achieved across all grades.** However, there was no discernable difference between regular school attendance patterns for participants in years 1981-82 and 1982-83.

The mastery learning approach utilized for management of instruction was assessed through locally developed tests in reading and mathematics. **Results of mastery were most impressive.** Only fifth-graders were unable to show mastery of specific content areas by at least 80 percent of the participants. All other grades had over **80 percent of the students demonstrating mastery in numerous skill areas. It was determined that the short-term impact of the program was more successful with students in the**

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earlier elementary grades. It was hypothesized that this might be due to the fact that students in Grades 1 through 3 do not have as many deficiencies nor have they experienced the lack of success as much as students in the intermediate grades.

Assessment of project impact utilizing the California Achievement Test created certain administrative and interpretive problems. Because of the testing schedule in Marshall and the lack of a comparison group, test scores for students with both pre- and post-test data showed a significant reduction in the level of deficiency. That is, **participants in the summer school were able to reduce the extent to which they were behind average achievement expectations for their respective grade levels.** This reduction was observable in the sustained testing as of spring, 1983.

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Marfa Independent School District

The Summer School Pilot Project at Marfa ISD was a **secondary program designed to teach basic communication, computation and reading skills to low-academically functioning students as identified by standardized test scores and poor scholastic performance.** This project operated in 1983. It served students in **Grades 8 through 11.** The project offered high school course credit in basic English Language Arts, American History, applied biology and fundamentals of mathematics. Each course incorporated basic skills instruction into the teaching of the subject matter. Students were allowed to take one course and by attending **four hours per day for seven weeks** met the 140 clock hour requirement for course credit. One staff member was employed for each subject area. Classes averaged ten students.

A traditional teaching approach was employed and individual instruction was provided where necessary. **Teachers were encouraged to use instructional methods and activities which were different from those used in the regular school year.** Each student received academic and career counseling during the session and field trips were taken by each class.

Funding for the project came from two sources: federal funds (54 percent) and pilot project grant funds (46 percent). The total cost per pupil enrolled was approximately $651.

Assessment of the success of the Marfa ISD project was at two levels: the number of students earning credit as the result of this remedial instruction and the cost advantages to the district of summer remediation. **Of the thirty-five students enrolled in the summer project, all earned credit.** This included the five eighth graders who were promoted to the ninth grade as a result of their summer progress. Staff members indicated that the small class sizes and the varied instructional approaches seemed to motivate the students. They also indicated that **the integration of basic skills materials into the content area made skill acquisition more interesting to students** who had remedial instruction several times before. District evaluators reported that the $22,800 cost of the project was considerably lower than they estimated i would cost to have these students repeat the course during the regular school term.

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Mount Vernon Independent School District

The Summer School Pilot Project at Mt. Vernon ISD, conducted in 1982, provided **basic skills instruction in reading and language arts to students in Grades 1 through 8 who were more than one-half year behind in reading.** Students were selected for participation **on the basis of performance on the Science Research Associates test** administered by the district in the spring of 1982, **and** on the basis of **teacher observation and classroom performance.** In general, the selection criteria were the same as for remedial programs conducted by the district during the regular school year. **Participation was voluntary and retainees who successfully participated were not promoted. Three hours of instruction were provided daily for five weeks.** The instruction time was broken into segments which emphasized intensive individualized tutoring in reading and writing, and individualized oral reading. Classes were held at one elementary campus and students throughout the district were provided transportation to that campus. Classrooms were single-grade, self-contained; however, there was some cross-grade grouping to balance out class load, to allow for flexibility and to reduce behavior problems. **No more than ten students were assigned to each classroom. In addition to the teacher in the classroom, student tutors and instructional aides were involved in the instruction.** A principal coordinated and supervised the project.

The program focused on the use of two instructional systems: **High Intensity Tutoring Program** and the **Individualized Language Arts Program.** The tutoring program involved individualized instruction that required direct student involvement with the teacher. Students rotated among the teacher, aides and tutors for specific reading skills practice. The language arts program involved students in discovery, and writing. Student language and experiences formed the background for structured writing and language arts activities.

Funding for the project was from three sources: local funds (22 percent), pilot project funds (29 percent) and federal funds (49 percent). The total cost per pupil enrolled was approximately $230.

The Mount Vernon summer pilot project encountered a number of problems ranging from low attendance to unexpected bad weather. Delayed enrollment and program approval created attendance problems. **Students in only three of the eight grade levels were able to maintain attendance rates of approximately 80 percent.** At Grades 6 and 7, the rates dropped to 63 and 59 percent, respectively. **After the first four weeks, attendance suffered even more.** Much of the above-mentioned circumstances could have been avoided through better and more timely planning. Students achievement in reading was measured on a pre-post basis. **The results of this testing found that students generally made substantial gains**--ranging from 17 to 35 percent average growth by grade level--and **these gains were correlated directly to attendance. It was also felt that participants had improved self-images, better attitudes toward reading, better relationships with**

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authority figures, and more self-confidence. For the teaching staff, it was observed that involvement in summer school acquainted them with different instructional approaches, increased knowledge of specific reading skills, and offered the opportunity to work with multi-age groups of students.

As with some other sites, no comparison group analysis was conducted. **The norm-referenced, sustained-effects testing** was only conducted with participants. The results, with only sporadic exceptions, **showed that participants were able to demonstrate gains during the 1982-83 school year.**

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New Braunfels Independent School District

The Summer School Pilot Project at New Braunfels ISD provided **basic skills instruction to first through fifth grade students who had not accomplished minimum grade level objectives in reading, writing and/or mathematics or who were limited English proficient.** The project operated in 1982. **Students** in these grades who had been retained in grade and who the district felt **could** master sufficient objectives to **be promoted upon successful completion of the summer program** were encouraged to attend. Instruction was conducted in self-contained classrooms by **teachers** who **were assisted by student tutors.** There was one teacher and one tutor in each classroom. **Less than fifteen students were assigned to each classroom.** Cross-grade grouping was not utilized except to balance classroom size. The project operated **three hours each day for four weeks.** The class day was divided to allow for **two hours for communication skill development** (reading, oral language, writing) and **one hour for mathematics.**

The focus of the instruction was mastery learning that was conducted utilizing a direct instruction methodology. Instruction was provided in whole group arrangements with small groups used for practice, reinforcement and achievement monitoring. In addition to the three hours of instruction, **teachers held staff development sessions daily** for one hour. Staff development sessions focused on training in teaching techniques which would yield the desires student outcomes. **A newsletter telling of project activities was sent to parents each Friday.**

Funding for the program came from two sources: federal funds (65 percent) and pilot project funds (35 percent). The total cost per pupil enrolled was approximately $119.

Because of the nature of the New Braunfels project, problems involving enrollment and attendance were virtually nonexistent. **Enrollment exceeded expectation and attendance rates were among the highest of all projects.** Cost figures indicated that it was much less expensive to fund a summer school session than it was to teachers to serve retainees in the regular school term. **The total cost of the entire summer session was less than the cost of employing a full-time teacher for a regular term.** Case in point, the number of potential retainees would have necessitated the hiring of two full-time teachers during the regular school year.

The short-term objective of the project was to have participants master the necessary mastery tests over the objectives for promotion to the next grade. Locally developed criterion-referenced tests which measured these objectives were administered routinely. Actual retention was determined by comparing spring, 1982 results on the California Achievement Test to fall, 1982 scores. **Only five percent of the 118 summer school participants were retained. This compared favorably with the 20 percent for a comparison group.**

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More specifically, **it was found that participating students were able to master additional grade level objectives in reading, writing, and/or mathematics**; read an average of 142 pages from basal texts; and had fewer retentions than the comparison group. The long-term effects also demonstrated project success. **There were trends in norm-referenced test scores results that indicate that summer school recipients derived long-term benefits.** Furthermore, New Braunfels was one of the few sites which did observe improved regular school year attendance for participants in 1982-83.

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Pasadena Independent School District

The summer school pilot project at Pasadena ISD provided **intensive computer-assisted remedial instruction in mathematics to students in the fifth grade.** This experimental project operated only in 1983. Students were **selected on the basis of their performance on the mathematics portion of the Texas Assessment of Basic Skills.** Furthermore, teachers identified students whose learning styles required immediate feedback and intensive drill and practice. **Enrollment was limited by the number of available micro-computers.** One micro-computer was used exclusively by each student. To serve additional students, **two sessions two and one-half hours in length were held each day. The summer project was three weeks long.** One teacher monitored the students, selected software and supervised the project. Students worked independently and their progress was supervised by the computer software. A small tuition fee was charged.

Funds for the project were from two sources: state and local funds (43 percent) and pilot project grant funds (57 percent). The total cost per student was approximately $312. This included no capital outlay since the district already owned the micro-computers and most of the computer software.

The short-term outcomes of the project are somewhat confusing. Although day-to-day monitoring of student progress indicated that students were accomplishing the objectives of the computer software, **there were many students who performed lower on the post-test than on the pre-test.** For some students, this represented an almost complete reversal of scores from the pre-test. On the other hand, participants net gains from the pre-test to the post-test exceeded the net growth of nonparticipants. One interpretation of **this short-term effect** was that it **points up a potential problem with intensive computer-assisted instructional methods:** retention and non-learning. As the district reported, it appeared that the students were able to perform with immediate feedback and measurement, but could not perform well if measurement were delayed. Unfortunately, the data on the long-term effects of the project cast no light on this problem.

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Plano Independent School District

The Summer School Pilot Project at Plano ISD provided **remedial instruction in reading, math, spelling and writing to students in Grades 1 through 6** in 1982. Instruction was provided for **four hours two days a week for eight weeks.** Students were divided into two groups for attendance scheduling. **Half of the students attended on Monday and Wednesday while the other half attended on Tuesday and Thursday.** The instructional day was broken by a snack break. The students were separated by grade into three groups and two teachers were assigned in a team teaching mode to each group. **No instructional aides were involved in the project.** The two teachers for each grade group provided small group, non-graded individualized instruction to six to eight students each. **Grouping was multi-age by basal reading placement.** Students who had been selected for participation in the district's Title I project in the regular year were eligible for participation in the summer project. The teaching staff consisted of teachers with previous experience in remedial programs.

Mathematics instruction focused on those objectives from the district administered criterion-referenced test that students had not mastered in the spring of 1982. The language arts portion of the project focused on grade level skills in reading, writing and spelling. The teachers used the **San Diego Reading Assessment** and the **McMillan basal reading program** for placement and instruction. Students were encouraged to read as many books as possible during the course of the project. A spelling lab was used for individual prescriptive instruction. Daily writing instruction used a composition cycle of prewriting, writing, editing and rewriting.

Funds for the project were from two sources: local funds (56 percent) and pilot project funds (44 percent). The total cost per student was approximately $311.

Response to the Plano Summer School Pilot Project was excellent. The attraction of **access to computers was seen as very helpful in recruitment of students for the project** and for motivation once the program was underway. Local staff also found the use of a curriculum plan based on cooking experiences as additional motivation. **The involvement of a bilingual teacher added a dimension which was well received by parents of limited English proficiency students.** This response was great enough to prompt many inquiries as to the status of a similar program in future summers.

The testing and analysis portion of the evaluation provided limited programmatic information. Tests were administered on a pre- and post-test basis, but score interpretations were very suspect. With this limitation, **test results found significant gains at all grade levels and in all content areas.** There were differences in the magnitude of the gains for reading and mathematics which seemed to indicate that **the summer school intervention was more effective in the area of reading than mathematics.**

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While no comparison group analysis was conducted on the basis of standardized testing, spring to spring test results for project participants were reported. **An examination of frequency distributions for spring 1982 to spring 1983 showed many participants, including special education students, making more than one years' growth.** Other program benefits identified by local staff included the ability of new fourth-grade students to be "computer-wise" prior to the regular term which increased the ability to stay with other students. Teachers from the summer session became building computer representatives because of the exposure to computers during the project. Records of students progress maintained by summer staff allowed the new receiving teachers in the regular term to make more accurate and timely reading placement decisions for those students who had participated. Finally, **it was also observed that the third and fifth graders, who had participated in the program as second and fourth graders, passed the writing sample on the Texas Assessment of Basic Skills.** This was a result attributable to the emphasis and understanding placed on writing.

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Rio Grande City Consolidated Independent School District

The Rio Grande City CISD Summer School Pilot Project provided **remedial reading and mathematics instruction to eighth and ninth grade limited English proficient students** in 1983. **Students eligible for participation were functioning at least two years below grade level in reading and mathematics** as measured by the California Achievement Test. Many of the students had received English as a Second Language instruction in the previous year. Many of the students had participated in the Migrant Education Program in the previous year and several were recent immigrants from Mexico. Students attended **90 minutes of reading** and **90 minutes of mathematics instruction per day for 30 days.** Because enrollment was low, **some classes had as few as five students.** With classes this size, students received highly individualized instruction. **Teachers** in those classrooms **were assisted by instructional aides.**

Project organizers focused on a limited number of instructional objectives. The mathematics instruction focused on objectives from the fifth and ninth grade Texas Assessment of Basic Skills: adding/subtracting whole numbers, multiplying/dividing whole numbers, the use of decimals and reading and interpreting charts and graphs. In reading instruction, the focus was on distinguishing fact/non-fact, identifying the main idea, and analyzing persuasive techniques. Micro-computers were used for drill and practice in mathematics, while video production and drama were the vehicles for reading instruction. Prior to the beginning of the summer school, staff members received training in the use of the equipment and the objectives to be taught.

Funds for the project were from three sources: state and local funds (12 percent), federal funds (26 percent) and pilot project grant funds (62 percent). The total cost per pupil enrolled was approximately $743.

Enrollment in the summer project at Rio Grande City suffered from competition with other summer activities in the area. **Many potential students did not attend because of an unusual abundance of summer jobs.** Project planners had estimated that over 120 students would attend. Staff was hired and planning was finalized on that basis. It was only in the few days immediately preceding the start of the summer project that the problems with enrollment surfaced. Project managers adjusted by reducing class sizes and eliminating a few staff. Still because the pupil/teacher ratios were so low the cost per pupil was high. Regardless of the low enrollment, **attendance was high.**

The short-term impacts were quite favorable. More than 85 percent of the students mastered the targeted mathematics objectives. More than 60 percent mastered the targeted reading objectives. In addition to objectives mastery, project staff state that the use of video production encouraged limited English proficient students to use English in different situations. They report that many limited English proficient students gained communicative competence and became less self-conscious of their English.

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The long-term results appear contradictory. Students who participated in the summer project and took the Texas Assessment of Basic Skills in the following year showed greater mastery of the targeted objectives than comparable students who did not attend the project. On the other hand, neither group demonstrated full mastery of the objectives. Results of testing with the California Achievement Test in the fall of 1983 and again in the spring of 1984 indicated no conclusive difference between those students who participated and those who did not. This was not surprising since the project focused on a limited number of specific objectives and the California Achievement Test was a global measure.

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Tom Bean Independent School District

The Summer School Pilot Project at Tom Bean ISD provided **remedial reading instruction in 1982 to students in grades one through four who were from one to two years behind their peers.** Students were selected on the basis of their performance on the district administered Metropolitan Achievement Test and teacher judgment. Instruction consisted of **two two-hour sessions daily, four days per week for six weeks. The fifth day each week was devoted to teacher preparation.** First and second graders attended the first session of the day while the third and fourth graders attended the second session. Since enrollment was small, students from both grades were assigned to a single classroom. **Instruction was provided in that classroom by two teachers, two aides and four parent volunteers.**

Individualized instruction focused on phonics, word attack skills and reading comprehension. **Objectives to be mastered by individual students were identified through the use of the Learner Based Accountability System** whose results provided the curriculum focus for the project. Individual lesson plans emphasizing written language were also developed. Instructional materials did not focus on one specific series or kit but drew from a variety of materials including: **SRA kits, Noble Primary Reading Series and Weekly Reader.**

Funding for the summer project came from two sources: local funds (25 percent) and pilot project funds (75 percent). The total cost per pupil enrolled was approximately $422.

Being a small district, Tom Bean ISD's summer project had an enrollment of only 27 students, including three special education students. **The community response to the project was very supportive as indicated by the volunteer service of parents.** With few exceptions, largely due to vacation plans, attendance was very good. The embedded goal of improving students' attitudes toward school and issues related to self-concept were difficult to measure (using the Piers-Harris Test). The consensus of local evaluators, however, was that students had improved their attitudes based on their pleasant reactions toward learning.

Assessment of the short-term goal of reversing the "summer loss" trend was measured using the Metropolitan Achievement Tests. While the number of students was too small to make statistical tests meaningful, **test scores showed gains for 70 percent of the participants.** This was quite impressive since the norm-referenced test was not as sensitive to the narrowly defined instruction as a criterion-referenced test would have been. To date, no sustained effects results are available to determine whether there was any lasting impact from the summer school project.

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Vidor Independent School District

The 1983 summer school project at Vidor ISD focused on eighth and ninth grade students who had not mastered the Texas Assessment of Basic Skills objectives in reading, mathematics and writing. **The project served as a supplement to the district's regular summer school.** Instruction was conducted in each area for **six hours each day. Three 12-day sessions were held.** Students attended class in one area each session. There was **an average of six students per class. One teacher and one instructional aide served each class.** Supervision of the summer project was by the building principal. Teaching staff was selected on the basis of experience with remedial programs and received inservice training in the use of micro-computers for remedial instruction.

Mastery of the exit level Texas Assessment of Basic Skills objectives was the emphasis of the project. Each class utilized individualized instruction and teacher tutorial methodologies. Classroom instruction in reading and mathematics was supplemented by the use of micro-computers. **Computer software was selected from the "TABS-related courseware for microcomputers" developed by the Region V Education Service Center.** Students who demonstrated mastery of the summer course objectives received one-half credit in the areas of mastery.

Funds for the project were from two sources: state and local funds (45 percent), and pilot project grant funds (55 percent). The total cost per pupil enrolled was approximately $575.

Enrollment in the summer project was not as high as anticipated by project planners. Attempts were made to recruit students, yet the total enrollment was less than 35 percent of the planned enrollment. This was perhaps because the summer project was a part of the district's regular summer school and the district charged tuition for remedial summer school.

Of the 32 eighth grade students who completed the summer school project, 13 made sufficient growth to be promoted to the next grade. Of the 15 ninth grade participants, two were promoted and 12 received some course credits. Because of the size of the student groups, meaningful statistical analysis of standardized test scores was not possible. **The district reported that the long-term effect of the project was that students were moved from easier remedial courses to more difficult courses during the regular school year and they performed satisfactorily in those courses.**

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Whitesboro Independent School District

The 1983 summer school project at Whitesboro ISD provided **remedial reading instruction to students in the first through eighth grade who had been retained in grade** the previous spring **or** has been **marginally passed to the next grade. Three hours of instruction was provided for 20 days.** Students were divided, regardless of current grade placement, into **two classes of 14 students each.** Placement was based on age and reading ability. **Teachers were assisted by instructional aides.** Small group and individualized instruction prevailed. Staff was selected because of their expertise with remedial reading programs and experience with the curriculum to be implemented. The project was supervised by the elementary principal who assisted with instruction.

The skills that were addressed by the project were determined by the administration of a district-developed, criterion-referenced language arts test. Activities which addressed specific skill deficiencies of individual students were used. Students were actively involved in independent and directed reading activities. The **"Hawaiian Reading Program"** was the focus of reading activities. Activities emphasizing language mechanics were encorporated into the reading activities of the project.

Funds for the project were from two sources: state and local funds (17 percent) and pilot project grant funds (73 percent). The total cost per pupil enrolled was approximately $329.

This was the first time Whitesboro ISD had concluded summer school in many years. Although the project was a small project, only 28 students were enrolled, the district used this opportunity to investigate the efficacy of a larger-scale summer school in 1984. Based on the district assessment, plans were made to have a summer school in 1984, but change the format to focus on students who were promoted and lacked some skills from the previous grade, rather than focus on retainees. **Parents of the enrollees were supportive of the project and encouraged future projects of this sort.**

Assessment of the short-term goal of up grading the reading skills of participants was **indicated that greater than two-thirds of the targeted language arts objectives were mastered by all students.** While the number of students in each grade was too small to make statistical tests meaningful, test results showed positive growth for the participating students as a group. As usual, individual cases varied from the group.

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Ysleta Independent School District

The Summer School Pilot Project at Ysleta ISD was an interdisciplinary program which provided **remedial instruction in English language arts, mathematics, science and social studies to students in Grades 7 and 8.** This project operated in both 1982 and 1983. All topics were organized under the general theme of Community Studies. Students were selected for participation in the project on the basis of their academic achievement in the prior school year: **students who failed a sufficient number of courses to prevent their promotion to the next grade were eligible.** While participation was voluntary, **students** who successfully completed the summer school curriculum **were eligible for promotion to the next grade the following fall.** Instruction consisted of **one six-hour session each day for seven weeks.** That session was composed of direct instruction in the morning with the afternoons devoted to one-on-one tutoring, individual and group counseling, independent reading and writing, group assignments, activities designed to enhance self concept, and field trips to various sites in the community that were related to instructional topics. **Intensive language development was a priority.** Study and test-taking skills were also integrated with these activities.

The project was conducted on one campus with students from other campuses within the district being bused to the central location. **A librarian, two counselors, an administrator, an aide and a secretary were support staff for the teachers.** Curriculum supervisors worked closely with teachers to ensure quality of instruction. **Teachers were provided four days of in-service training prior to the beginning of the project.**

Funding for the project was from two sources: Pilot project funds (21 percent) and State Compensatory Education funds (79 percent). The total cost per pupil enrolled was approximately $330.

Teachers were carefully selected to ensure their familiarity with the target population. Participating students were tested during the first week of the project using a criterion-referenced test. Based on the results of this testing, **individual program plans were developed for each student to assist the student in the mastery of objectives identified as deficiency areas.** Students were scheduled into self-contained classes all day. Teachers and counselors came to the classes and worked as teams to provide interdisciplinary instruction and activities. **Each student was scheduled into the computer laboratory at least one period each day.**

No standard text books and no lectures were used, although **the New Model Me materials served as the basis for the counseling component.** Instruction was presented through such strategies as collaborative learning and other group processes, field trips, films, paperback books, computer-assisted instruction, learning logs (journals), problem solving and dramatic activities.

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The Ysleta project received overwhelming community support as evidenced by enrollment figures, which were twice the anticipated number for both seventh and eighth grades, and the positive responses by students and parents to questionnaires concerning the project. Examination of data concerning attendance, discipline and completion of work found that eighth graders were consistently more successful than seventh graders on all measures. Greater than 80 percent of all students who were enrolled were promoted to the next grade. Local school personnel estimated the savings to the district each year (i.e., not having over 300 repeaters during the regular school year) at over $400,000 even after subtracting the costs of operating the summer session. An analysis of test results from the California Achievement Test (1982-83) and the 1983 and 1984 Texas Assessment of Basic Skills found that students who participated outperformed a comparison group of eligible students who chose not to attend on all subtests of the California Achievement Test and mastery performance improved on all three Texas Assessment of Basic Skills measures.

Attendance comparisons for participating students on the comparison group found little change from 1981-82 to 1982-83. Eighth graders went from 91 percent to 93 percent in their attendance rate while seventh graders remained at 92 percent. Comparison students dropped from 90 percent to 89 percent. The subtle changes may well reflect motivational differences since enrollment during summer school was voluntary.

A number of subjective, largely unanticipated outcomes were also worthy of note. Teachers reported significant changes in their attitudes about teaching and their expectations for students such as those who attended. The counseling function proved to be successful at identifying personal, social, and physical problems that individual students had which tended to inhibit academic growth. Once these problems were identified, all students were appropriately dealt with or referred to community services for assistance.

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Zapata Independent School District

The Summer School Pilot Project at Zapata ISD was a traditional **remedial program emphasizing oral English development, reading, mathematics, and writing.** The program operated in 1982 and **served students in Grades 1 through 11 who either had been retained or who had been promoted but would likely encounter difficulties during the next school year.** Students were referred by their prior-year teacher. Students at Grades 3, 4, 5, 6 and at the high school level were selected from those who had not demonstrated adequate mastery on the Texas Assessment of Basic Skills. The instructional approach consisted of direct teaching techniques and individualized small group instruction with an emphasis on mastery learning. In first through the sixth grade, the classes were self-contained. At the secondary level the classes were departmentalized. The **Fountain Valley reading** and **McMillan mathematics** materials were used. The class size was **approximately 10 students per classroom.** The instructional staff for each classroom consisted of **one teacher and one instructional aide.** The program provided for instructional supervision for all teachers. Students attended class for **five hours per day in three one and one-half hour blocks for thirty days.** A free lunch program was operated.

Funding for the project was from three sources: pilot project funds (41 percent), federal funds (51 percent) and local funds (8 percent). The cost per pupil enrolled was approximately $190.

The Zapata project, based on the subjective assessments of district personnel, parents and students, was extremely successful. To fully understand this success, it is important to recognize that Zapata, in the summer, offered relatively few enrichment opportunities for school age youth. Therefore, a summer school program, even if remedial in nature, took on a different meaning at Zapata. Indications of the success of the project were: (1) at least one elementary principal's desire to review the existing budget to identify ways to locally support future summer projects, (2) four teachers provided similar tutorial instruction supported by parents the following summer, and (3) a substantial student response in terms of inquiries about summer school offerings.

At each grade level, a specific set of skill objectives was identified for instructional purposes. Assessment of student attainment of skill mastery for each objective was conducted through criterion-referenced testing. **Results were extremely positive for all grade levels, except second. Over 50 percent of the students achieved 80 percent proficiency on all objectives that were introduced.** The second grade had approximately 30 percent of the students achieving 80 percent mastery. **At the high school level, attendance was a serious problem with only nine of 20 students completing the program.**

No long-term impact data were available for the Zapata project. As personnel in the district noted, "the biggest deficiency in the program was evaluation." Test results from the Iowa Test of Basic Skills could not be transformed into meaningful program evaluation information.

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

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